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ABSTRACT

Making a case for the value of literature-based instruction, this book presents an overview of the extensive knowledge base supporting literature-based approaches to literacy instruction. It notes that literature-based instruction goes beyond simply changing the kinds of texts children read--also required in literature-based instruction are an understanding of children's responses to literature, the value of the experience of reading for reading's sake, the use of literature in the teaching of reading, the content of the literature-based curriculum, and appropriate forms of assessment. Chapters are: (1) "Mirrors and Windows: Reading as Transformation" (Lee Galda); (2) "Biracial and Multiracial Identity: Dilemmas for Children's Literature" (Violet J. Harris with Melodye Rosales); (3) "First- and Second-Grade Literary Critics: Understanding Children's Rich Responses to Literature" (Lawrence R. Sipe); (4) "Fostering Children's Engagement with Texts: A Sociocultural Perspective" (Cynthia H. Brock and James R. Gavelek); (5) "Thematic Instruction: A Quest for Challenging Ideas and Meaningful Learning" (Sheila W. Valencia and Marjorie Y. Lipson); (6) "Curriculum and Teaching in Literature-Based Programs" (Kathryn H. Au and Taffy E. Raphael); (7) "Contributions of Literature Study to the Teaching and Learning of Writing" (Jenny Denyer and Susan Florio-Ruane); (8) "Evidence of Literacy Learning in a Literature-Based Reading Program" (Kathy Highfield); (9) "Selecting Texts for Beginning Reading Instruction" (Elfrieda H. Hiebert); (10) "Criteria for Selecting Literature in Upper Elementary Grades" (Laura S. Pardo); (11) "Assessment in Literature-Based Reading Programs: Have We Kept Our Promises?" (Tanja Bisesi and others); (12) "Aligning Curriculum, Instruction, and Assessment in Literature-Based Approaches" (Charles W. Peters and Karen K. Wixson); (13) "'My Spark Is a Little Brighter for Teaching Reading This Year': A Fifth-Grade Teacher's Quest to Improve Assessment in Her Integrated Literature-based Program" (Susan I. McMahon); and (14) "Sharing Responsibility for Assessment and Evaluation with Our Students" (Jo Ann Wong-Kam). Eight essays on the future of literature-based instruction are attached: "Literature as a Core Component of the Elementary Literacy Program" (Sean A. Walmsley); "The Best and the Worst of Times" (Kathy Short);

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"Addressing the Needs of a Diverse Society" (Robert Rueda); "The Literature Makes the Difference" (Barbara J. Diamond); "Preserving What Is Most Vital" (Barbara M. Taylor); "Discussion of Text for Understanding" (Margaret G. McKeown); "An Agenda for Teacher Educators" (Diane Stephens); and "Literature Will Survive" (Bernice E. Cullinan). (RS)

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